

INDIANA

	Indiana			U.S.			Range of State Scores		Median Scores [†]	
	baseline	update	progress?	baseline	update	progress?	baseline	update	baseline	update
GOAL 1 Ready to Learn										
1. Reduced percentage of infants born with 1 or more health risks? (1990, 1995)	—	—		37%	34%	↑	25-48%	24-46%	38%	35%
2. Increased percentage of 2-year-olds immunized? (1994, 1996)	74%	73%	↔	75%	78%	↑	61-88%	64-88%	76%	79%
3. Reduced number of infants (per 1,000) born with low birthweight? (1990, 1995)	66	75	↓	70	73	↓	48-151	53-134	71	75
4. Increased number of mothers (per 1,000) receiving early prenatal care? (1990, 1995)	779	809	↑	758	813	↑	469-868	560-900	778	828
5. Increased number of children with disabilities in preschool (per 1,000)? (1991, 1996)	30	49	↑	*	*		16-68	16-92	38	47
GOAL 2 School Completion										
6. Increased high school completion rate? (1990, 1995)	89%	88%	↔	86%	86%	↔	77-96%	79-96%	87%	88%
7. Reduced high school dropout rate? (1992, 1994)•	—	—		*	*		3-12%	3-10%	5%	5%
GOAL 3 Student Achievement and Citizenship										
8. Increased reading achievement in Grade 4? (1992, 1994)•	30%	33%	↔	29%	30%	↔	8-38%	8-41%	26%	27%
9. Increased mathematics achievement•										
• in Grade 4? (1992, 1996)	16%	24%	↑	18%	21%	↑	5-27%	3-31%	16%	20%
• in Grade 8? (1990, 1996)	17%	24%	↑	15%	24%	↑	1-27%	5-34%	15%	22%
10. Increased science achievement in Grade 8? (1996)	30%	—		29%	—		5-41%	—	27%	—

KEY

- ↑ Significant progress
- ↓ Significant decline
- ↔ Change is not significant

[†] Median is the middle score in a set of ranked scores.

* Comparable national data are not available.

— Data not available. See Appendix A.

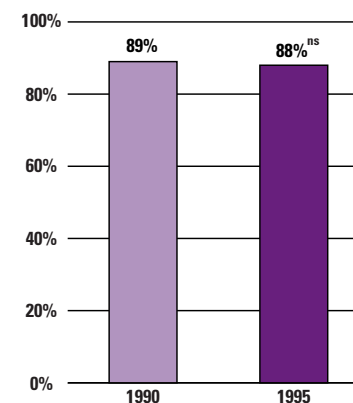
• Baseline years and most recent update years may differ by state for this indicator. See Appendix C for more information.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

High School Completion

Percentage of all 18- to 24-year-olds¹ who have a high school credential² (Indicator 6)



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

^{ns} Interpret with caution. Change was not statistically significant.

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GOAL 3 Student Achievement and Citizenship (continued)

11. Increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000)? (1991, 1997) ^o	20	40	↑	55	85	↑	9-177	18-223	41	65
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GOAL 4 Teacher Education and Professional Development

12. Increased the percentage of public secondary school teachers who hold										
• a degree in main teaching assignment? (1991, 1994)	73%	70%	↔	66%	63%	↓	51-85%	50-81%	69%	64%
• a teaching certificate in main teaching assignment? (1991, 1994)	99%	98%	↔	94%	93%	↓	91-100%	89-100%	98%	97%
13. Increased the percentage of public school teachers participating in professional development on 1 or more selected topics? (1994)	80%	—		85%	—		76-98%	—	86%	—
14. Increased the percentage of public school teachers with training to teach limited English-proficient students? (1994)	6%	—		16%	—		4-81%	—	16%	—
15. Increased the percentage of beginning public school teachers participating in a formal teacher induction program? (1991, 1994)	14%	22%	↑	22%	27%	↑	6-42%	7-48%	20%	23%

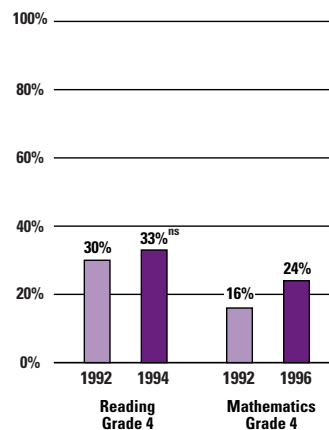
GOAL 5 Mathematics and Science

16. International comparisons in mathematics and science will be reported in future Goals Panel reports. [∞]	—	—		—	—		—	—	—	—
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Student Achievement
Percentage of public school students who met the Goals Panel's performance standard¹ in reading and mathematics (Indicators 8 & 9)

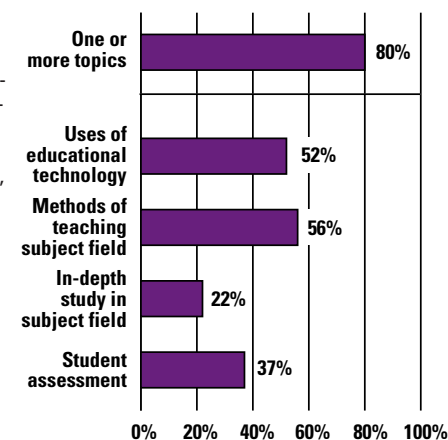


¹ A complete description of the performance standard can be found in Appendix C.

^{ns} Interpret with caution. Change was not statistically significant.

Professional Development

Percentage of public school teachers participating in professional development on the following topics, 1994 (Indicator 13)



[†] Median is the middle score in a set of ranked scores.

^o See Table 8 for the numbers for each subject area.

— Data not available. See Appendix A.

[∞] This information had not been released when the 1997 Goals Report went to print.

See pages 72-75 for a Guide to Reading the State Pages.

See Appendix C for technical notes and sources.

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GOAL 5 Mathematics and Science (continued)

17. Increased the percentage of public school 8th graders whose mathematics teachers												
• have students work in small groups or with a partner? (1996)	62%	—				66%	—	45-92%	—	67%	—	
• address Algebra and functions? (1996)	52%	—				57%	—	45-82%	—	58%	—	
• address reasoning and analytical ability? (1996)	43%	—				52%	—	39-64%	—	48%	—	
18. Increased the percentage of public school 8th graders who have computers available in their mathematics classroom? (1996)	23%	—				30%	—	7-54%	—	30%	—	
19. Increased mathematics and science degrees awarded to												
• all students? (1991, 1995)	40%	42%	↑			39%	42%	↑	25-49%	15-53%	39%	42%
• minorities (Black, Hispanic, American Indian/Alaskan Native)? (1991, 1995)	39%	40%	↑			39%	40%	↑	22-64%	22-57%	39%	39%
• female students? (1991, 1995)	34%	37%	↑			35%	37%	↑	23-46%	13-47%	33%	36%

GOAL 6 Adult Literacy and Lifelong Learning

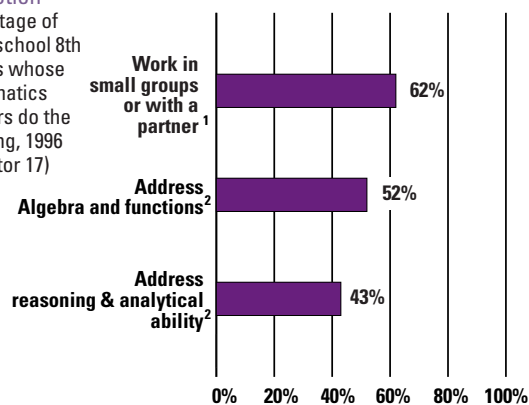
20. Increased adult literacy? (1992)	58%	—				52%	—	46-77%	—	53%	—
21. Increased the percentage of U.S. citizens											
• registered to vote? (1988, 1992)	69%	68%	↔			70%	73%	58-95%	63-92%	71%	75%
• voting? (1988, 1992)	61%	63%	↔			61%	66%	50-74%	55-77%	62%	68%
22. Increased postsecondary enrollment? (1992, 1994)	51%	55%	✱			**	**	33-68%	37-71%	53%	55%

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Mathematics Instruction

Percentage of public school 8th graders whose mathematics teachers do the following, 1996 (Indicator 17)

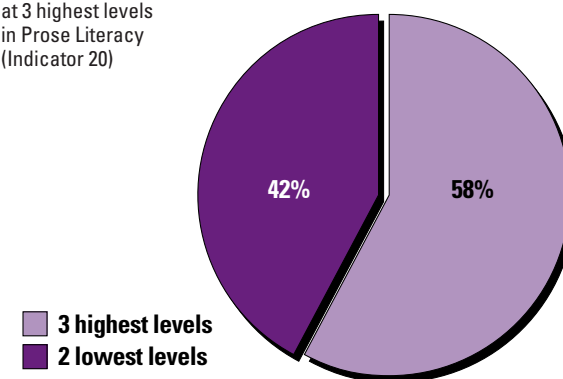


¹ At least once a week.

² On a 4-point scale from "none" to "a lot," defined as a response to the top point.

Adult Literacy

Percentage of adults who scored at 3 highest levels in Prose Literacy (Indicator 20)



[†] Median is the middle score in a set of ranked scores.

— Data not available. See Appendix A.

** Indicators are not the same at the national and state level.

✱ Sample size does not permit a reliable estimate of change.

See pages 72-75 for a Guide to Reading the State Pages.

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GOAL 7 Safe, Disciplined and Alcohol- and Drug-free Schools

23. Reduced marijuana use? (1991, 1995)•	—	—		**	**	4-18%	7-32%	10%	23%	
24. Reduced alcohol use (more than 5 drinks in a row)? (1991, 1995)•	—	—		**	**	17-43%	13-43%	30%	31%	
25. Reduced availability of drugs on school property? (1993, 1995)•	—	—		**	**	11-31%	20-46%	22%	30%	
26. Reduced students threatened or injured with a weapon while on school property? (1993, 1995)•	—	—		**	**	6-15%	4-11%	8%	8%	
27. Reduced physical fights on school property? (1993, 1995)•	—	—		**	**	13-39%	12-19%	16%	15%	
28. Reduced students carrying weapons on school property? (1993, 1995)•	—	—		**	**	8-18%	7-14%	12%	11%	
29. Reduced students not feeling safe at school? (1993, 1995)•	—	—		**	**	3-23%	3-16%	6%	5%	
30. Reduced teacher victimization? (1994)	16%	—		15%	—	8-26%	—	14%	—	
31. Reduced student disruptions? (1991, 1994)	38%	45%	↓	37%	46%	↓	23-60%	33-65%	37%	47%

GOAL 8 Parental Participation

32. Decreased schools with minimal parental involvement									
• Teacher's perspective? (1991, 1994)	27%	25%	↔	**	**	9-44%	13-50%	23%	27%
• Principal's perspective? (1991, 1994)	19%	9%	↑	**	**	4-22%	3-27%	13%	13%
33. Increased influence of parent associations? (1991, 1994)	14%	20%	↔	**	**	8-37%	12-50%	16%	22%

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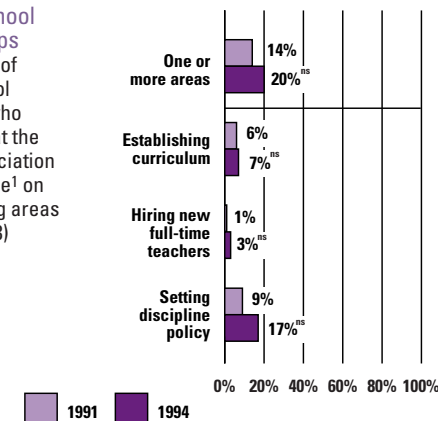
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Parent-School Partnerships
Percentage of public school principals who reported that the parent association has influence¹ on the following areas (Indicator 33)



¹ On a 6-point scale from no influence to a great deal of influence, defined as a response to the top two points.

^{ns} Interpret with caution. Change was not statistically significant.